Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a

Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

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| Your Name | Lauren Crosby |
| What is the performance task for your unit? | Podcast. |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | Students will be making an online podcast using garage band, and then uploading their creation onto podbean so they can share with their peers. |
| Lesson # in which students will create the performance task | Lesson #6 |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will need to know different forms of poetry | <http://www.youtube.com/watch?v=tpUUKJeP7jE>  This is a tutorial on how to use garage band. Students will be using this if they are not familiar with the program, and parents may watch it to help their children with it. | We will be learning how to write different types of poetry before this unit |
| Students will need to know how to speak clearly and effectively | <http://www.youtube.com/watch?v=eaqkpWDwqlU>  This is a tutorial that all students will watch for podbean. I assume many students will have never used it, so we will walk through it in class. Parents may use this to help their students as well. | We will also be listening to several podcasts and musical pieces before this unit as well. |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will know how to create their own poems without contributing to plagiarism | <http://www.plagiarism.org/>  Students can use this to understand what plagiarism is and isn’t. Parents can also look at this if they have any questions of their own. | We will practice writing our own poems that do not use other people’s words in class. We will be uploading these poems to a blog. |
| Students will be listening to other poets perform their own works of art either virtually or physically, and they will be able to capture the moment using videos or pictures. | N/A | We will be listening to other poets perform in class in an earlier unit. Students will be able to practice this skill of listening and gaining inspiration by recording the other poets presentations. |

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will need to know how to edit their own work using garage band | <http://www.youtube.com/watch?v=tpUUKJeP7jE>  This is a tutorial on how to use garage band. Students will be using this if they are not familiar with the program, and parents may watch it to help their children with it. | We will use garage band to make a group song or group poem before we make individualized podcasts. Students will be able to learn how to edit the project. |
| Students will need to know how to upload different audio to Garage Band | <http://www.youtube.com/watch?v=tpUUKJeP7jE>  This is a tutorial on how to use garage band. Students will be using this if they are not familiar with the program, and parents may watch it to help their children with it. | We will be working with iTunes in a unit before while we look up different singer-songwriters. Students will be familiar with the uploading process. |

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will need to be familiar with their operating system in order to convert and export files onto their hard drive. | <http://en.wikipedia.org/wiki/OS_X>  Students may use this to learn more about their operating system. I’m assuming we will all be using mac books due to the program the state of Maine has, along with many other schools. Parents may use this to help their child navigate their operating systems. | We will be working with computers through every virtual product we make. Students will be familiar by this lesson on how to convert/upload/export a document or file after making several prezi’s, blog posts, and more. |
| Students will need to be able to have an iTunes account in which they can upload their audio file to. | <http://www.apple.com/asia/support/itunes/windows/tutorial/>  Students will be able to use this if they don’t understand how to access their iTunes library or upload files to it. Parents may also use this to help their child navigate iTunes. | We will be working with iTunes in a unit before while we look up different singer-songwriters. Students will be familiar with the uploading process. |

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki’s privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter’s tools in PowerPoint, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will need to know how to plug their laptops into a speaker so the whole class can hear the presentation. | <http://support.apple.com/kb/ht2508>  Students can read this to get a better idea of how to plug in their laptops, parents can read this if the students feel confused. | We will be listening to music, and students will be able to share music that they like through out different lessons in this unit. If we are writing in our journals, students will have the option to come up and plug their laptops into a speaker so the whole class can hear. |
| Students will need to know how create their podbean account so it is set on a public setting | <http://www.youtube.com/watch?v=eaqkpWDwqlU>  Students can use this to figure out the privacy/public settings. Parents can use this to help their child as well. | I will be showing students how to use this feature on the podbean tutorial. I will also be using podbean to show students my own poems and podcasts. |